RESOURCE PACKET

Assessment of Language Impairment

LANGUAGE SEVERITY RATING SCALE
Determination of Language Impairment

Student _____ School _____ Grade ____ Date of Rating _____ DOB _____ Age ____ SLT _____

	0	2	3	4
FORMAL ASSESSMENT Comprehensive, standardized measure(s) and scores: _____ _____ _____	Standard score* of 78 or above	>1.5 SD below test mean (standard score between 70-77) or 2nd – 6th Percentile	>2 SD below test mean (standard score between 62-69) or 1st –2nd Percentile	>2.5 SD below test mean (standard score below 62) or below 1st Percentile
INFORMAL ASSESSMENT Check descriptive tools used: ❑ Language/communication sample ❑ Checklist(s) ❑ Observations ❑ Other: _____ _____ _____	**0** Language skills within expected range.	**2** At least one of the following areas is deficient: ❑ Sentence length/complexity ❑ Word order/syntax ❑ Vocab/semantics/word finding ❑ Word form/morphology ❑ Use of language/pragmatics ❑ Auditory perception	**3** At least two of the following areas are deficient: • Sentence length/complexity • Word order/syntax • Vocab/semantics/word finding • Word form/morphology • Use of language/pragmatics • Auditory perception	**4** At least three of the following areas are deficient: ❑ Sentence length/complexity ❑ Word order/syntax ❑ Vocab/semantics/word finding ❑ Word form/morphology ❑ Use of language/pragmatics ❑ Auditory perception
Functional/academic language skills	**0** Functional/ Academic Language skills within expected range	**1** The student performs effectively most of the time with little, if any, assistance needed.	**2** The student needs more cues, models, explanations, checks, on progress or assistance than the typical student in class.	**3** The student does not perform effectively most of the time, despite the provision of general education modifications and supports.

Instructions:
1. Do not include regional or dialectal differences when scoring.
2. Circle score for the most appropriate description for each category: *Formal (Standardized) Assessment* and the *Informal (Descriptive) Assessment*.
3. Compute the total score and record below.
4. Circle the total score on the bar/scale below to determine the severity rating.

0	2	3		4	5	6		7	8	9		10	11	12
No Disability					**Mild**				**Moderate**				**Severe**	

TOTAL SCORE _____

Based on compilation of the assessment data, this student scores in the *Mild, Moderate* or *Severe* range for a Language Disability. ❑ **Yes** ❑ **No**

There is documentation/supporting evidence of adverse effects of the Language Disability on educational performance. ❑ **Yes** ❑ **No**

(BOTH STATEMENTS ABOVE MUST BE CHECKED <u>YES</u>)

Standard scores are based on a mean of 100 and a standard deviation of 15. The standard score can be a receptive, expressive or total language quotient

Language Severity Rating Scale

Functional Communication Severity Rating Scale

Student _____   Date _____
School _____   SLT _____

	No Disability (1)	Mild (2)	Moderate (3)	Severe (4)
COMMUNICATIVE INTERACTIONS	**Score = 0** Student successful in communicating through initiation, topic maintenance, turn taking, opening/closing conversations	**Score = 2** Student usually successful in communicating through initiation, topic maintenance, turn taking, opening/closing conversations	**Score = 3** Student frequently unsuccessful in communicating through initiation, topic maintenance, turn taking, opening/closing conversations	**Score = 4** Student not successful in communicating through initiation, topic maintenance, turn taking, opening/closing conversations
COMMUNICATIVE INTENTIONS	**Score = 0** Student successful in requesting objects/actions, commenting on objects/actions, etc.	**Score = 2** Student usually successful in requesting objects/actions, commenting on objects/actions, etc.	**Score = 3** Student frequently unsuccessful in requesting objects/actions, commenting on objects/actions, etc.	**Score = 4** Student not successful in requesting objects/actions, commenting on objects/actions, etc.
COMMUNICATIVE METHODS	**Score = 0** Student successful in using one or more modes of communication, (e.g., verbal, manual sign, AT system, pointing)	**Score = 2** Student usually successful in using one or more modes of communication, (e.g., verbal, manual sign, AT system, pointing)	**Score = 3** Student frequently unsuccessful in using one or more modes of communication, (e.g., verbal, manual sign, AT system, pointing)	**Score = 4** Student not successful in using one or more modes of communication, (e.g., verbal, manual sign, AT system, pointing)
COMPREHENSION OF LANGUAGE	**Score = 0** Student successful in comprehending what others say, sign, show, etc. by demonstrating knowledge through action or speech	**Score = 2** Student usually successful in comprehending what others say, sign, show, etc. by demonstrating knowledge through action or speech	**Score = 3** Student frequently unsuccessful in comprehending what others say, sign, show, etc. by demonstrating knowledge through action or speech	**Score = 4** Student not successful in comprehending what others say, sign, show, etc. by demonstrating knowledge through action or speech
ADVERSE EFFECT ON EDUCATIONAL PERFORMANCE Social Emotional Academic Vocational	**Score = 0** Student's communication skills are adequate for participation in educational settings	**Score = 2** Student's communication skills are usually adequate for participation in educational settings	**Score = 3** Student's communication skills are frequently inadequate for participation in educational settings	**Score = 4** Student's communication skills are not adequate for participation in educational settings
TOTAL SCORE	**0 2 3 4 5 6 7 8 9**	**10 11 12 13**	**14 15 16 17**	**18 19 20**
Final Rating				

Comments_____
_____
_____
_____
_____
_____

LANGUAGE ASSESSMENT CONSIDERATIONS

The school environment places heavy demands on students to comprehend, interpret and use all aspects of verbal and nonverbal communication. Students must be able to communicate with others who have different communication skills, styles and backgrounds and for a variety of purposes in different settings. They must be competent in listening, speaking, reading and writing as they learn the curriculum and interact with others. Consequently, the SLT must conduct a comprehensive assessment that includes an appropriate balance of formal and descriptive assessment instruments. The comprehensive assessment utilizes procedures that identify areas of strength and weakness and examine how the student functions communicatively in the environments in which s/he participates.

> **Both formal (standardized) and informal (descriptive) assessment tools
> shall be used to evaluate language.**

A minimum of two (2) of the following measures shall be used:
1. criterion- and/or norm-referenced instruments,
2. functional communication analyses,
3. language/communication samples**.**

At least one standardized, comprehensive measure of language ability shall be included in the evaluation process.

- A ***standardized test*** is an evaluation tool that is administered in a prescribed way for a specific population. Criterion-referenced and norm-referenced tests are examples of standardized tests.
- A ***comprehensive measure*** is defined as a measure that yields a receptive, expressive, and total language score.
  o A norm-referenced test that yields a receptive language quotient, an expressive language quotient, and a total language quotient is preferred whenever possible. Receptive and expressive vocabulary tests alone do not meet this requirement.
  o Norm-referenced tests selected for administration should be the most recently revised versions of such tests.
  o Norm-referenced tests measure decontextualized communication skills using formalized procedures.
  o They are designed to compare a particular student's performance against the performance of a group of students with the same age and other characteristics identified by the test author(s) in selecting the normative population.
  o They yield standard scores that are usually based on a mean of 100 and a standard deviation of 15.
  o They are not designed to describe particular characteristics of children as they engage in the process of communication.
  o Meaningful comparisons between the student's performance and that of the test population are possible only when the test has clear administration requirements, scoring criteria, and validity and when it is reliable and standardized on a sufficiently large and representative sample population.

Examiners should not generalize from instruments that measure only vocabulary, which is merely one aspect of the linguistic and cognitive domains. No child should be considered speech-language impaired solely on the basis of standardized test results. Standardized tests tend to examine discrete skills in a decontextualized manner (i.e., away from natural communicative environments). Furthermore, not all children are suitable candidates for standardized tests.

Descriptive measures of functional or adaptive communication often provide a more realistic picture of how a student uses his/her communication knowledge and abilities in everyday situations and the impact of a language impairment in those settings. Examples of descriptive measures are:

- language/communication samples,
- observations,
- interviews,
- play-based assessment,
- transdisciplinary assessment,
- curriculum-based assessment, and
- criterion-referenced tests.

For some student populations, such as children with severe disabilities or children whose English proficiency is limited, the provision of unbiased assessments can only be made with descriptive measures. There are *Teacher Input - Functional Communication* and *Functional Communication Rating Scale* forms that may be useful when assessing the communication skills of students who have disabilities such as Autism, Developmental Delay, Mental Retardation/Functional Delay, and Multiple Disabilities for whom the diagnosis of Language Impairment may not be appropriate. The *Published Standardized Instruments* matrices include lists of test instruments that can be used for the assessment of language and includes additional information (age range, administration time, description, test publishers, and purpose) for each test.

CONDUCTING A LANGUAGE EVALUATION

- Conduct hearing and vision screenings.
- Obtain relevant information from the parents: concerns about communication skills, developmental history, etc.
- Information must be gathered from two educators – the student's classroom teacher as well as another professional. For preschoolers, obtain this information from childcare providers or other adults who see the child outside of the family structure.
- Obtain information from teachers related to progress in the general curriculum, communication skills, behavior and social interactions. General curriculum for preschoolers is developmentally appropriate activities.
- Review school records, e.g. grades, test scores, special education files, documentation of prereferral strategies/interventions, and discipline and attendance records.
- Select and administer at least one comprehensive norm-referenced test that is appropriate for the student's age and yields receptive, expressive, and total language quotients whenever possible.

Assessment Guidelines for Language Impairments

- Obtain information about the student's functional communication skills.
- Use standardized measures and/or a language sample to assess:
  - morphology: the understanding and usage of word endings, inflections, prefixes, suffixes, and compound words.
  - syntax: the set of rules, which govern how words, phrases, and clauses are combined to form sentences, mean length of utterance.
  - language content or semantics: the manner in which words and word relationships represent one's knowledge and ideas about the world of objects and events, total number of words.
- Assess pragmatic language skills: understanding and using language in communicative interactions.
- Assess auditory attention, discrimination, memory, sequencing, association, and integration using formal or informal instruments.
- Consider play skills when evaluating preschool children since:
  - the developmental level of play reflects underlying cognitive knowledge, and
  - play provides a social context for interaction and language learning.
4. Interview the student, when appropriate, to determine his/her perception of communication abilities and difficulties especially as related to classroom and other educational settings. Probe the student's awareness and use of strategies that s/he has attempted and probe for self-evaluation of their effectiveness.
5. Document how the student's language impairment adversely affects educational performance in the classroom or the learning environment. For preschoolers, document how it adversely affects their ability to participate in developmentally appropriate activities.
6. Complete the *Language Severity Rating Scale* using the data from the language assessment.
7. Finalize and submit to the IEP team a *Speech and Language Evaluation Report*.

INTERPRETING AND REPORTING EVALUATION RESULTS

The *Standards for Educational and Psychological Testing* (AERA, APA, NCME, 1985) include the following guideline about interpreting test results:

Standard 15.10   *Those responsible for testing programs should provide appropriate interpretations when test score information is released to students, parents, legal representatives, teachers, or the media. The interpretations should describe in simple language what the test covers, what scores mean, common misinterpretations of test scores, and how scores will be used.*

The following recommendations address this standard and the need to provide important technical information to other professionals:

1. Compare the student's formal test results with those of the normative population in an appropriate and consistent format. Standard scores, which are based on a mean of 100 and a standard deviation of 15, are recommended for this purpose. If norms are based on something other than a nationally represented normative sample, the test user should consider whether it is appropriate to report quantitative test results and, if so, to qualify findings as needed.

Assessment Guidelines for Language Impairments

To determine eligibility as a student with a language impairment, receptive, expressive, and/or composite test scores shall fall at least 1.5 standard deviations below the mean (approximately the 7th percentile or a score of 77 or below) of the language assessment instrument(s) administered. This cutoff shall be applied to composite scores of receptive and/or expressive measures or to overall test scores rather than to individual subtest scores. When assessment results indicate a significant weakness in any skill area (i.e., receptive, expressive, auditory perception, pragmatic language), and the obtained score is not 1.5 standard deviations below the test mean, further assessment in the deficit area is required.

2. Eligibility shall **not** be determined solely by comparing a composite or overall score to this cutoff level.

   8. Evidence that the deviation has an adverse effect on educational performance must be gathered and considered along with background information before a determination of eligibility can be made.
   9. Test scores shall be presented in a manner that conveys that some degree of error is inherent in the score, thereby discouraging the inappropriate interpretation that test scores are fixed and are perfectly accurate representations of a student's functioning. The degree of error associated with a score can be calculated with precision using psychometric models. The standard error of measurement (SEM), which is derived from the reliability of the measure, can be used to calculate a confidence interval that includes a hypothetical "true score" with a given degree of certainty. For example, a 68 percent confidence interval can be said to be 68 percent certain to include a student's true score. A 68% confidence interval is the level recommended in these guidelines. It can be calculated by applying the SEM to the calculated score as specified in the test manual (e.g., SEM ± 3 for a standard score of 70 yields a 68% confidence level of 67-73).

3. Eligibility for a language impairment may **not** be determined on the basis of a predetermined discrepancy between language and cognitive measures. Appropriate cognitive assessment may be used, however, to supplement or support the findings of the speech-language evaluation. Collaboration between the School Psychologist and the SLT in planning and implementing appropriate communication and cognitive assessments and interpreting their results will facilitate eligibility determination.

4. Interpretations based on scores from two or more different tests should be approached with great caution. One complication in using profile analysis concerns the error inherent in each obtained score. As each score contains some degree of error, the difference between pairs of scores may be affected to an even greater degree. "One can jump to the wrong conclusion about an individual's relative strengths and weaknesses by assuming that all apparent differences in test scores represent real differences in behavior" (McCauley and Swisher, 1984, 342-343). Another complication is that different tests will have different normative samples. If the characteristics of these normative samples are dissimilar, scores will be less comparable than scores from within the same test. This source of error can be reduced by limiting cross-test comparisons to tests with large, well-selected national normative samples.

5. Age or grade equivalent scores should not be used in making eligibility decisions. They do not account for normal variation around the test mean and the scale is not an equal interval scale. Therefore, the significance of delay at different ages is not the same. Furthermore, the different ages of students within the same grade make comparisons between students within and between grades difficult. In addition, grade equivalents do not relate to the curriculum content at that level. While seemingly easy to understand, equivalent scores are highly subject to misinterpretation and should not be used to determine whether a child has a significant deficit.

6. Modifications of standardized test procedures invalidate the use of test norms, but may provide qualitative information about the student's language abilities. If test administration appears to be invalid for any reason, test scores should not be subjected to usual interpretations and the reasons for invalidation should be clearly stated in oral and written presentations of test results as explicitly addressed in IDEA: §300.532 (c)(2).

7. Test results are to be reported and interpreted using language that can be easily understood by teachers and parents. Consequently, technical terms such as standard deviation, percentiles and confidence intervals, are to be supplemented by understandable interpretations such as low average, below average, average, etc. Percentile scores should be reported in a manner that conveys that results are estimates of functioning (e.g., approximately 30th percentile or a range of the 10th to the 20th percentiles). They should not be used as the sole basis for eligibility decisions.

8. The *Standards for Educational and Psychological Testing* also state:

   Standard 6.10   *Test administrators and users should not attempt to evaluate test takers whose special characteristics - ages, handicapping conditions, or linguistic, generational, or cultural backgrounds - are outside the range of their academic training or supervised experience. A test user faced with a request to evaluate a test taker whose special characteristics are not within his or her range of professional experience should seek consultation regarding test selection, necessary modifications of testing procedures, and score interpretation from a professional who has had relevant experience.*

   Standard 6.11   *A test taker's score should not be accepted as a reflection of lack of ability with respect to the characteristic being tested for, without consideration of alternate explanations for the test taker's inability to perform on that test at that time.*

9. Section 34CFR, Attachment 1 of the federal regulations states: *Both Title VI and Part B of IDEA'97 require that a public agency ensure that children with limited English proficiency are not evaluated on the basis of criteria that essentially measures English language skills*.

DETERMINING THE APPROPRIATE DISABILITY

A Speech or Language Impairment should not be considered a secondary disability unless it is clearly apart from the primary disability. This is particularly applicable in the cases of Autism, Developmental Delay, Mental Retardation/Functional Delay, Multiple Disabilities, and Emotional Disturbance. Decisions about eligibility will be facilitated through collaboration among School Psychologists, the SLT, parents and school personnel in planning and implementing appropriate communication and cognitive assessments and interpreting their results.

USING THE LANGUAGE SEVERITY RATING SCALE

The *Language Severity Rating Scale* is a tool used after a complete assessment of the student's communication abilities and after the SLT has interpreted assessment results. This scale is designed to document the presence of assessment findings according to the intensity of those findings and to facilitate a determination, based on assessment results, if the student has a language impairment according to the definition in the *Tennessee Rules and Regulations*. The severity rating scale is not a diagnostic instrument and should not be used in the absence of assessment data. In order to be identified as a student with a language impairment, the language difficulties must be determined to have an adverse affect on educational performance. The rating scale serves three purposes:

1. to document the absence or presence of a language deviation and to what degree (*Mild*, *Moderate* or *Severe*),
2. to indicate the absence or presence of adverse effect on educational performance, and
3. to determine whether or not the student meets eligibility standards for a language impairment.

Educational performance refers to the student's ability to participate in the educational process and must include consideration of the student's social, emotional, academic, and vocational performance. The presence of any deviation in language does not automatically indicate an adverse effect on the student's ability to function within the educational setting. The deviation must be shown to interfere with the student's ability to perform in the educational setting before a disability is determined. The effect on educational performance is, therefore, best determined through classroom observations, consultation with classroom teachers and other special educators and interviews with parents and the student. Teacher checklists are useful for determining specifically how language problems affect educational performance.

Assessment Guidelines for Language Impairments

TEACHER INPUT—LANGUAGE

Student: _____ **School:** _____**Teacher:** _____ **Grade:** _____

Your observations of the above student's language will help determine if a language problem adversely affects educational performance. Check all age-appropriate items that have been observed. Please return this completed form to the Speech-Language Therapist

Listening—Auditory Processing—Memory—Receptive Language

The student:	Yes	No	Sometimes
• Can follow verbal directions during	____	____	____
o Individual instruction	____	____	____
o Group instruction	____	____	____
• Can follow classroom routines	____	____	____
• Requires clarification and/or repetition of directions	____	____	____
• Uses appropriate listening/attending skills	____	____	____
• Comprehends verbal information provided in class	____	____	____
• Answers questions appropriately	____	____	____
• Can ignore auditory distractions	____	____	____
• Retains new information	____	____	____
• Recalls old information	____	____	____
• Comprehends simple sentence structures	____	____	____
• Comprehends complex sentence structure	____	____	____
o Passive voice (The boy was followed by the dog)	____	____	____
o Relative clauses (the cake that Joy ate)	____	____	____
o Pronoun reference (he = Billy)	____	____	____

Semantics—Concepts

The student:	Yes	No	Sometimes
• Can predict outcomes	____	____	____
• Can draw inference	____	____	____
• Recognizes different uses of words, depending on context	____	____	____
o Recognizes meanings of antonyms and synonyms	____	____	____
o Recognizes multiple meaning (fly: a fly, to fly)	____	____	____
o Recognizes figurative language (hold your horses)	____	____	____
o Differentiates homonyms (road—road)	____	____	____
o Understands temporal (before/after), position (above/below), and quantitative (more/several) concepts.	____	____	____

Expressive Language

The student:	Yes	No	Sometimes
• Expresses ideas effectively	——	——	——
• Uses sentence structure and grammar that is appropriate for age/grade	——	——	——
• Asks WH- questions	——	——	——
• Expresses a logical sequence of ideas to tell a story or relate event	——	——	——
• Uses age-appropriate vocabulary	——	——	——
• Speaks with appropriate rte, volume, pitch and voice quality	——	——	——
o Uses age-appropriate speech sounds	——	——	——

Social Communication/Pragmatics

The student:	Yes	No	Sometimes
• Participates in discussions	——	——	——
• Can carry on a meaningful conversation with adults and peers	——	——	——
• Begins, maintains, and ends conversation appropriately	——	——	——
• Makes relevant comments about the topic	——	——	——
• Understands humor, idioms, and other figurative language	——	——	——
• Attends to speaker—maintains eye contact appropriately	——	——	——
• Asks for clarification when message is not understood	——	——	——
• Recognizes when the listener does not understand and attempts to clarify the message	——	——	——

Metalinguistics/Phonemic Awareness

The student:	Yes	No	Sometimes
• Participates in discussions……………………………………	——	——	——
• Can identify rhyming words…………………………….	——	——	——
• Can verbally produce rhyming words……………………...	——	——	——
• Can identify initial consonant sounds in words presented orally………………………………………………………	——	——	——
• Can identify final consonant sounds in words presented orally………………………………………………………	——	——	——
• Can identify medial sounds in words presented orally……..	——	——	——
• Can blend sounds orally to form words…………………...	——	——	——
• Can segment sounds within a word orally…………………	——	——	——
• Can manipulate sounds in words by deleting, substituting, adding and shifting sounds	——	——	——

It is my opinion that these behaviors adversely affect the student's educational performance. ❑ YES ❑ NO

If yes, provide explanation: _____

_____

_____

Teacher's Signature _____ Date _____

Teacher Input – Language

TEACHER INPUT – FUNCTIONAL COMMUNICATION

Student: _____ Birthdate: _____

Teacher: _____ Grade/Program: _____

Your observations of the above student's functional communication will help determine if such problems adversely affect educational performance. Check all items that have been observed. Please return the completed form to the Speech-Language Therapist.

		Yes	No
1.	Are the communicative interactions (e.g., initiation, topic maintenance, turn taking, greetings and closings) that convey social use of language adequate for classroom and social setting participation?	___	___
2.	Is the student usually successful in requesting, commenting and answering about objects, actions, etc.? (Note that any mode of communication is acceptable.)	___	___
3.	Is the student usually successful in using one or more modes of communication (e.g., verbal, sign, pointing, augmentative or alternative system)?	___	___
4.	Does the student comprehend others by demonstrating knowledge of what was conveyed through action or speech?	___	___
5.	Does the student use language at ability level to make his/her wants and needs known to others?	___	___
6.	Does the student use language at ability level to learn new information or to convey what has been learned?	___	___

What other observations relating to the communication skills of this student do you have?

_____
_____
_____
_____
_____
_____

Teacher's Signature: _____ Date: _____

Adapted from Standards for the delivery of speech-language services in Michigan public schools, Michigan Speech-Language Hearing Association (1985).

Teacher Input-Functional Communication

INFORMAL LANGUAGE ASSESSMENT CHECKLIST
(Documentation of observation and analysis of language sample)

Student _____ Examiner _____ Date of Test _____ Date of Birth _____ CA _____

CHILD CURRENTLY EXHIBITS THE FOLLOWING STRENGTHS AND WEAKNESSES.
(Only skills observed during evaluation will be marked.)

> **P = skill present**
>
> **A = skill absent**
>
> **E = skill judged to be emerging**

CONCEPTS/SEMANTICS	PROCESSING/SYNTAX	MORPHOLOGY	
Spatial	❑ Y ❑ N – Answers Yes/No questions	❑ Y ❑ N – plural marker –s	❑ Y ❑ N – --ing ending on verbs
Location	❑ Y ❑ N – Asks Yes/No questions	❑ Y ❑ N – possessive marker –s	❑ Y ❑ N – past tense verbs—(ed)
Temporal	❑ Y ❑ N – Asks WH question	❑ Y ❑ N – irregular plurals	❑ Y ❑ N – irregular past tense
Sequence	❑ Y ❑ N – Follows simple directions	❑ Y ❑ N – articles the, a	❑ Y ❑ N – verb "is" as main verb
Inclusion/exclusion	❑ Y ❑ N – Follows complex directions	❑ Y ❑ N – prepositions in, on	❑ Y ❑ N – verb "is" as helping verb
Category names	❑ Y ❑ N – Uses primarily simple phrases	❑ Y ❑ N – pronouns—subjective	❑ Y ❑ N – 3rd person singular –s
Colors	❑ Y ❑ N – Full sentences (including verbs)	❑ Y ❑ N – pronouns—objective	
Category items	❑ Y ❑ N – Uses complex sentences	❑ Y ❑ N – pronouns—possessive	
	❑ Y ❑ N – Uses inversion question form		
NARRATIVE SKILLS (Ability to retell an event)			
Types of narratives used:	❑ Y ❑ N – Personal narratives	❑ Y ❑ N – Retells stories/TV shows/procedure	
Narratives told:	❑ Y ❑ N – With adult prompting	❑ Y ❑ N – Independently	
Sequence of utterances:	❑ Y ❑ N – Utterances sequenced	❑ Y ❑ N – Utterances told in random order	
Components included in narratives:	❑ Y ❑ N – People	❑ Y ❑ N – Outcomes	❑ Y ❑ N – Place (setting)
PRAGMATICS (Use of language in communicative interactions)			
❑ Y ❑ N – Used appropriate action—turn taking	❑ Y ❑ N – Varied language for different contexts	❑ Y ❑ N – Used appropriate eye contact	
❑ Y ❑ N – Used appropriate verbal turn taking	❑ Y ❑ N – Maintained topics in conversation	❑ Y ❑ N – Initiated conversation	
❑ Y ❑ N – Responded in conversation	❑ Y ❑ N – Revised speech when not understood	❑ Y ❑ N – Provided background information to listener	

SPEECH, LANGUAGE, AND MOTOR DEVELOPMENT CHECKLIST
An Outline of Developmental Sequence

Name_____ **Birthdate**_____ **CA**_____

Evaluator_____ **Date**_____

The outline below provides a general summary of the developmental sequence of speech, language, and motor skills in normal children. Because children develop at different rates, avoid strictly applying the age approximations. The time intervals are provided only as a general guideline for age appropriateness. This information was compiled from a variety of sources, which included the American Speech-Language-Hearing Association (1983); Boone (1987); Gard, Gilman, and Gorman (1980); Hegde (1991); Kunz and Finkel (1987); Lane and Molynequx (1992); and Lenneberg (1969).

(Printed in Fall 1993 Edition of The Clinical Connection)

0-6 MONTHS
Speech and Language Skills
- ❑ Repeats the same sounds
- ❑ Frequently coos, gurgles, and makes pleasure sounds
- ❑ Uses a different cry to express different needs
- ❑ Smiles when spoken to
- ❑ Recognizes voices
- ❑ Localizes sound by turning head
- ❑ Listens to speech
- ❑ Uses the phonemes /b/, /p/, and /m/ in babbling
- ❑ Uses sounds or gestures to indicate wants

Motor Skills
- ❑ Smiles
- ❑ Rolls over from front to back and back to front
- ❑ Raises head and shoulder from a face-down position
- ❑ Sits while using hands for support
- ❑ Reaches for objects with one hand but often misses
- ❑ Blows bubbles on lips
- ❑ Visually tracks people and objects
- ❑ Watches own hands

7-12 MONTHS
Speech and Language Skills
- ❑ Understands *no* and *hot*
- ❑ Responds to simple requests
- ❑ Understands and responds to own name
- ❑ Listens to and imitates some sounds
- ❑ Recognizes words for common items (e.g., cup, shoe, juice)
- ❑ Babbles using long and short groups of sounds
- ❑ Uses a song-like intonation pattern when babbling
- ❑ Uses a large variety of sounds in babbling
- ❑ Imitates some adult speech sounds and intonation patterns
- ❑ Uses speech sounds rather than only crying to get attention
- ❑ Listens when spoken to
- ❑ Uses sound approximations
- ❑ Begins to change babbling to jargon
- ❑ Uses speech intentionally for the first time
- ❑ Uses nouns almost exclusively
- ❑ Has an expressive vocabulary of 1 to 3 words
- ❑ Understands simple commands

Motor Skills
- ❑ Crawls on stomach
- ❑ Stands or walks with assistance
- ❑ Attempts to feed self with a spoon
- ❑ Rises to a sitting position
- ❑ Attempts to imitate gestures
- ❑ Uses smooth and continuous reach to grasp objects
- ❑ Sits unsupported
- ❑ Drinks from a cup
- ❑ Pulls self up to stand by future
- ❑ Holds own bottle
- ❑ Plays ball with a partner
- ❑ Has poor aim and timing of release when throwing
- ❑ Enjoys games like peek-a-boo and pat-a-cake
- ❑ Uses a primitive grasp for writing, bangs crayon rather than writes
- ❑ Cooperates with dressing, puts foot out for shoe, and places arms through sleeves

13-18 MONTHS
Speech and Language Skills
- ❑ Uses adult-like intonation patterns
- ❑ Uses echolalia and jargon
- ❑ Uses jargon to fill gaps in fluency
- ❑ Omits some initial consonants and almost all final consonants
- ❑ Produces mostly unintelligible speech
- ❑ Follows simple commands
- ❑ Receptively identifies 1 to 3 body parts
- ❑ Has an expressive vocabulary of 3 to 20 + words (mostly nouns)
- ❑ Combines gestures and vocalization
- ❑ Makes requests for more of desired items

Motor Skills
- ❑ Points to recognized objects
- ❑ Runs but falls frequently
- ❑ Imitates gestures
- ❑ Removes some clothing items (e.g., socks, hat)
- ❑ Attempts to pull zippers up and down

Speech, Language, and Motor Development Checklist

19-24 MONTHS

Speech and Language Skills

- ❑ Uses words more frequently than jargon
- ❑ Has an expressive vocabulary of 50-100 or more words
- ❑ Has a receptive vocabulary of 300 or more words
- ❑ Starts to combine nouns and verbs
- ❑ Begins to use pronouns
- ❑ Maintains unstable voice control
- ❑ Uses appropriate intonation for questions
- ❑ Is approximately 25-50% intelligible to strangers
- ❑ Answers "what's that?' questions
- ❑ Enjoys listening to stories
- ❑ Knows 5 body parts
- ❑ Accurately names a few familiar objects

Motor Skills

- ❑ Walks without assistance
- ❑ Walks sideways and backwards
- ❑ Uses pull toys
- ❑ Strings beads
- ❑ Enjoys playing with clay
- ❑ Picks up objects from the floor without falling
- ❑ Stands with heels together
- ❑ Walks up and down stairs with help
- ❑ Jumps down a distance of 12 inches
- ❑ Climbs and stands on chair
- ❑ Rotates head while walking
- ❑ Reaches automatically with primary concern on manipulation of object
- ❑ Inserts key into lock
- ❑ Stands on one foot with help
- ❑ Seats self in a child's chair
- ❑ Makes a tower 3 cubes high

2-3 YEARS

Speech and Language Skills

- ❑ Speech is 50-75% intelligible
- ❑ Understands *one* and *all*
- ❑ Verbalizes toilet needs (before, during, or after act)
- ❑ Requests items by name
- ❑ Points to pictures in a book when named
- ❑ Identifies several body parts
- ❑ Follows simple commands and answers simple questions
- ❑ Enjoys listening to short stories, songs, and rhymes
- ❑ Asks 1- to 2-word questions
- ❑ Uses 3- to 4-word phrases
- ❑ Uses some prepositions, articles, present progressive verbs, regular plurals, contractions, and irregular past tense forms
- ❑ Uses words that are general in context
- ❑ Continues use of echolalia when difficulties in speech are encountered
- ❑ Has a receptive vocabulary of 500-900 or more words
- ❑ Has an expressive vocabulary of 50-250 words or more words (rapid growth during this period)
- ❑ Exhibits multiple grammatical errors
- ❑ Understands most things said to him or her
- ❑ Frequently exhibits repetitions – especially "starters", and other first syllables

- ❑ Speaks with a loud voice
- ❑ Increases range of pitch
- ❑ Uses vowels correctly
- ❑ Consistently uses initial consonants (although some are misarticulated
- ❑ Frequently omits medial consonants
- ❑ Frequently omits or substitutes consonants
- ❑ Uses approximately 27 phonemes
- ❑ Uses auxiliary *is* including the contracted form
- ❑ Uses some regular past tense verbs, possessive morphemes, pronouns, and imperatives

Motor Skills

- ❑ Walks with characteristic toddling movements
- ❑ Begins developing rhythm
- ❑ Walks up and down stairs alone
- ❑ Jumps off floor with both feet
- ❑ Balances on one foot for one second
- ❑ Walks on tip-toes
- ❑ Turns pages one by one, or two to three at a time
- ❑ Folds paper roughly in half on imitation
- ❑ Builds a tower of 6 cubes
- ❑ Scribbles
- ❑ Uses a palmar grip with writing tools
- ❑ Paints with whole arm movements
- ❑ Steps and rotates body when throwing
- ❑ Drinks from a full glass with one hand
- ❑ Chews food
- ❑ Undresses self

3-4 YEARS

Speech and Language Skills

- ❑ Understands object functions
- ❑ Understands differences in meanings (stop-go, in-on, big-little)
- ❑ Follows 2-and 3-part commands
- ❑ Asks and answers simple questions (who, what, where, why)
- ❑ Frequently asks questions and often demands detail in responses
- ❑ Produces simple verbal analogies
- ❑ Uses language to express emotion
- ❑ Uses 4 to 5 words in sentences
- ❑ Repeats 6- to 13-syllable sentences accurately
- ❑ Identifies objects by name
- ❑ Manipulates adults and peers
- ❑ May continue to use echolalia
- ❑ Uses up to 6 words in a sentence
- ❑ Uses nouns and verbs most frequently
- ❑ Is conscious of past and future
- ❑ Has a 1,200-2,000 or more word receptive vocabulary
- ❑ Has a 800-1,500 or more word expressive vocabulary
- ❑ May repeat self often, exhibiting blocks, disturbed breathing, and facial grimaces during a speech
- ❑ Increases speech rate
- ❑ Whispers
- ❑ Masters 50% of consonants and blends
- ❑ Speech is 80% intelligible

Speech, Language, and Motor Development Checklist

- ❑ Sentence grammar improves, although some errors still persist
- ❑ Appropriately uses *is*, *are*, and *am* in sentences
- ❑ Tells two events in chronological order
- ❑ Engages in long conversations
- ❑ Uses some contractions, irregular plurals, future tense verbs, and conjunctions
- ❑ Consistently uses regular plurals, possessives, and simple past tense verbs

Motor Skills
- ❑ Kicks ball forward
- ❑ Turns pages one at a time
- ❑ Learns to use blunt scissors
- ❑ Runs and plays active games with abandonment
- ❑ Rises from squatting position
- ❑ Balances and walks on toes
- ❑ Unbuttons but cannot button
- ❑ Holds crayon with thumb and fingers, not fist
- ❑ Uses one hand consistently for most activities
- ❑ Traces a square, copies a circle, and imitates horizontal strokes
- ❑ Puts on own shoes, but not necessarily on the correct foot
- ❑ Rides a tricycle
- ❑ Builds a tower of 9 cubes
- ❑ Alternates feet while walking up and down stairs
- ❑ Jumps in place with both feet together
- ❑ Uses a spoon without spilling
- ❑ Opens doors by turning the handle

4-5 YEARS
Speech and Language Skills
- ❑ Imitatively counts to 5
- ❑ Understands concept of numbers up to 3
- ❑ Continues understanding of spatial concepts
- ❑ Recognizes 1 to 3 colors
- ❑ Has a receptive vocabulary of 2,800 or more words
- ❑ Counts to 10 by rote
- ❑ Listens to short, simple stories
- ❑ Answers questions about function
- ❑ Uses grammatically correct sentences
- ❑ Has an expressive vocabulary of 900-2,000 or more words
- ❑ Uses sentences of 4 to 8 words
- ❑ Answers complex 2-part questions
- ❑ Asks for word definitions
- ❑ Speaks at a rate of approximately 186 words per minute
- ❑ Reduces total number of repetitions
- ❑ Enjoys rhymes, rhythms, and nonsense syllables
- ❑ Produces consonants with 90% accuracy
- ❑ Significantly reduces number of persistent sound omissions and substitutions
- ❑ Frequently omits medial consonants
- ❑ Speech is usually intelligible to strangers
- ❑ Talks about experiences at school, at friends' homes, etc.
- ❑ Accurately relays a long story
- ❑ Pays attention to a story and answers simple questions about it
- ❑ Uses some irregular plurals, possessive pronouns, future tense, reflexive pronouns, and comparative morphemes in sentences

Motor Skills
- ❑ Runs around obstacles
- ❑ Pushes, pulls, and steers wheeled toys
- ❑ Jumps over 6-inch high object and lands on both feet together
- ❑ Throws ball with direction
- ❑ Balances on one foot for 5 seconds
- ❑ Pours from a pitcher
- ❑ Spreads substances with a knife
- ❑ Uses toilet independently
- ❑ Skips to music
- ❑ Hops on one foot
- ❑ Walks on a line
- ❑ Uses legs with good strength, ease, and facility
- ❑ Grasps with thumb and medial finger
- ❑ Releases objects with precision
- ❑ Holds paper with hand when writing
- ❑ Draws circles, crosses, and diamonds
- ❑ Descends stairs without assistance
- ❑ Carries a cup of water without spilling
- ❑ Enjoys cutting and pasting

5-6 YEARS
Speech and Language Skills
- ❑ Names 6 basic colors and 3 basic shapes
- ❑ Follows instructions given to a group
- ❑ Follows 3-part commands
- ❑ Asks *how* questions
- ❑ Answers verbally to *hi* and *how are you*
- ❑ Uses past tense and future tense appropriately
- ❑ Uses conjunctions
- ❑ Has a receptive vocabulary of approximately 13,000 words
- ❑ Names opposites
- ❑ Sequentially names days of the week
- ❑ Counts to 30 by rote
- ❑ Continues to drastically increase vocabulary
- ❑ Reduces sentence length to 4 to 6 words
- ❑ Reverses sounds occasionally
- ❑ Exchanges information and asks questions
- ❑ Uses sentences with details
- ❑ Accurately relays a story
- ❑ Sings entire songs and recites nursery rhymes
- ❑ Communicates easily with adults and other children
- ❑ Uses appropriate grammar in most cases

Motor Skills
- ❑ Walks backward heel-to-toe
- ❑ Does a somersault
- ❑ Cuts on a line with scissors
- ❑ Prints a few capital letters
- ❑ Cuts food with a knife
- ❑ Ties own shoes
- ❑ Builds complex structures with blocks
- ❑ Gracefully roller skates, skips, jumps rope, rides bicycle
- ❑ Competently uses miniature tools

Speech, Language, and Motor Development Checklist

- ❏ Buttons clothes, washes face, and puts toys away
- ❏ Reaches and grasps in one continuous movement
- ❏ Catches a ball with hands
- ❏ Makes precise marks with crayon, confining marks to a small area

6-7 YEARS

Speech and Language Skills

- ❏ Names some letters, numbers, and currencies
- ❏ Sequences number
- ❏ Understands *left* and *right*
- ❏ Uses increasingly more complex descriptions
- ❏ Engages in conversations
- ❏ Has a receptive vocabulary of approximately 20,000 words
- ❏ Uses a sentence length of approximately 6 words
- ❏ Understands most concepts of time
- ❏ Recites the alphabet
- ❏ Counts to 100 by rote
- ❏ Uses most morphologic markers appropriately
- ❏ Uses passive voice appropriately

Motor Skills

- ❏ Enjoys strenuous activities like running, jumping, racing, gymnastics, playing chase, and tag games
- ❏ Shows reduced interest in writing and drawing
- ❏ Draws a recognizable *man, tree*, and *house*
- ❏ Draws pictures that are not proportional
- ❏ Uses adult-like writing, but it is slow and labored
- ❏ Runs lightly on toes
- ❏ Walks on a balance beam
- ❏ Cuts out simple shapes
- ❏ Colors within lines
- ❏ Dresses self completely
- ❏ Brushes teeth without assistance
- ❏ Indicates well-established right- or left-handedness
- ❏ Follows advanced rhythms

Speech, Language, and Motor Development Checklist

LANGUAGE/PLAY DEVELOPMENTAL SCALES

AGE	LANGUAGE	SYMBOLIC PLAY	CONSTRUCTIVE PLAY
< 12 months	**Intentional Communication** ▪ Uses gestures and/or vocalizations to regulate behavior, participate in social interaction and reference joint attention ▪ Understands nonverbal, situational cues ▪ Initiates a topic by combining glances and vocalizations ▪ Takes one or two turns	▪ Exploratory action on objects ▪ Sensorimotor or functional play: mouthing, throwing, banging, shaking, pulling, turning, tearing, pushing, poking, etc.	
12 to 17 months	**First Words** ▪ Combines gestures and sounds to communicate intent ▪ Words tend to come and go in vocabulary ▪ Most words denote existence, nonexistence, recurrence, and rejection ▪ Repairs unsuccessful communicative interactions by repeating, modifying the form or using an alternative strategy ▪ Develops comprehension of single words to direction, attention to relevant objects or to suggest actions appropriate to the immediate environment ▪ Points to objects in response to "show me__" (body parts)	▪ Uses realistic objects conventionally ▪ Simple pretend play is directed toward self (eating, sleeping, etc.) ▪ Links schemes in simple combinations (puts person in car and pushes car)	▪ Combines at least two structured objects in relational play (plays with blocks, puts blocks in a container, stirs with a spoon) ▪ Relational or functional play predominates from 15-21 months ▪ Solitary or onlooker play

Language/Play Developmental Scales

AGE	LANGUAGE	SYMBOLIC PLAY	CONSTRUCTIVE PLAY
18 to 30months **18 to 24 months**	**First Word Combinations** ▪ Sudden surge in vocabulary growth to several 100 words ▪ Expands single-word semantic relations (action, attribute, possession, denial, location) ▪ Onset of two word utterances (MLU 1.5) ▪ Uses word combinations (action + object, agent + action, attribute + entity, action + location, possessor + possession) ▪ Uses words for prediction ▪ Uses imitation as predominant strategy in language learning ▪ Begins to engage in conversation (provides new information about topic, requests information, provides information about the past) ▪ Talks to self while playing ▪ Understands word meanings but depends on immediate knowledge of prior, similar experience and knowledge of semantic relations to know how these elements go together	▪ Can focus pretend play on animate and inanimate objects and others (feeding mother, feeding teddy bear) ▪ Can have inanimate objects perform actions (doll washes self) ▪ Uses single action scheme with several agents or recipients (stirs in cup, stirs in pot, stirs on plate) ▪ Play themes are restricted to very familiar events in which child participates regularly ▪ Parallel play	▪ Combines at least four structured objects (tower of 4 blocks) ▪ Focuses on process of manipulating fluid materials (produces random scribbling or pounding)

Language/Play Developmental Scales

AGE	LANGUAGE	SYMBOLIC PLAY	CONSTRUCTIVE PLAY
24 to 30 months **30 to 47 months** **30 to 36 months**	▪ Can introduce a topic ▪ Engages in short dialogue of a few turns ▪ Repetition used to remain on topic ▪ Uses attention-getting words with intonation ▪ Understands WH questions: →*what* for object →*what* to do for action →*where* for location ▪ MLU = 1.75—2.25 **Sentence Grammar** • Uses language to regulate own and other's actions, to plan and anticipate outcomes, report on present and past experiences, comment on imagined context, project own and other's feelings, and regulate interactions • Expresses more than one function in a single utterance • Develops semantic relational terms to encode spatial, dimensional, temporal, causal, quantity, color, age and other relations • Uses grammatical morphemes, prepositions, tense markers, plural endings, pronouns and articles • MLU = 2.75—3.5 • Understands questions: →*whose* for possession →*who* for person →*why* for cause or reason →*how* many for number • Understands gender contrasts in third person pronouns • Asks WH questions—generally puts WH at beginning of sentence	▪ Uses one object to represent a different object that is similar ▪ Uses multiple related action schemes in sequence (feed doll with bottle, pat doll on back, put doll in bed) ▪ Pretend themes are restricted to personally experienced events ▪ Pretends with object	▪ Sand and water play consists of filling, pouring and dumping ▪ Can build with blocks horizontally and vertically ▪ Combines 4-6 structured objects with regard to ordinal relationship (stacks seriated rings, nests seriated cups) ▪ Produces simple 3-dimensional structure (builds bridge with blocks) ▪ Produces very simple figure using fluid materials with resemblance to target (draws a face, makes a hot dog with play dough)

Language/Play Developmental Scales

AGE	LANGUAGE	SYMBOLIC PLAY	CONSTRUCTIVE PLAY
36 to 42 months	- Uses syntax (word order) - Understands sentences based on morphological and syntactical rules (uses word order strategy for agent-action-recipient relations) - Uses direct requests (*may I*, *could you*) - MLU = 3.75 - Uses past tense - Uses future aspect (*gonna*)	- Gives dialogue to puppets and dolls - Pretends without an object for a prop (uses imaginary objects) - Pretend themes involve events that child has observed but not experienced; acts out sequences with miniature dolls (in house, garage, airport)	- Constructive play predominates from 36 months - Uses blocks and sand box for imaginative play - Can build vertical block structure that requires balance and coordination (9 blocks)
42 to 47 months	Uses modals (*can*, *may*, *might*, *would*, *could*)	- Group play begins - Joins other children in play - Engages in sociodramatic play in which child takes role of someone else and elaborates on the theme in cooperation with other players - Plans out pretend situations in advance, organizing who and what are needed for role playing - Events in play are sequenced into a scenario that tells a story; links schemes into complex script with beginning, middle, and end (fix dinner, serve it, wash dishes, go to bed) - Can make dolls carry out several activities or roles - Creates imaginary characters - Can direct actions of two dolls, making them interact	- Produces 3-dimensional enclosed structure (builds fort with blocks end to end to form enclosure) - Produces figure with some detail included (draws arms and legs without body, makes animal figure using hot dog and pancake shapes)

Language/Play Developmental Scales

AGE	LANGUAGE	SYMBOLIC PLAY	CONSTRUCTIVE PLAY
48 to 60 months	**Discourse Grammar** ▪ Learns to abide by conversational rules to be clear, concise, informative and polite ▪ Produces connected discourse by setting up transitions between sentences and clarifying shifts in reference from one clause or sentence to another to convey personal experiences and tell stories ▪ Understands connected discourse by using knowledge of scripts and story grammar to comprehend narratives ▪ Develops metalinguistic awareness of language structure and meaning (ability to focus attention on both language and content)	▪ Develops novel schemes for events child has not experienced or observed ▪ Develops cooperative play	▪ Creates and repeats patterns in 3-dimentional structures (repeated use of pattern in fence with different pattern for gate in fort) ▪ Produces figure resembling target (draws body and many body parts; draws house that resembles a face - windows placed like eyes and door like mouth floating in space)
60 to 65 months	▪ Develops skills in making grammatical judgments, resolving lexical ambiguity, using multiple meanings of words in humor, and segmenting words into phonemes ▪ Modifies language when talking to younger child ▪ Discusses state, feelings, emotions and attitudes	▪ Organizes other children and props for role play ▪ Can direct actions of 3 dolls	▪ Games-with-rules play ▪ Constructs elaborate structures and uses microspheric objects in play with structure ▪ Produces figure in perspective of paper (draws house resting on bottom of paper as a baseline)
65 to 72 months	▪ Can sustain topic through a dozen turns	▪ Can direct dolls where each doll plays more than one role (father and doctor, daughter and patient)	▪ Constructs elaborate structure that is realistic reproduction with patterning and symmetry and uses structure with microscopic dramatic play ▪ Produces a 2-dimensional perspective in drawing (draws a baseline taking on qualify of a horizon with house in proper perspective)

LEVELS OF PLAY

Levels of Social Play

Individual/solitary play
- Unoccupied behavior: Child doesn't play but may watch others momentarily or play with own body.
- Onlooking: Child observes children in groups but doesn't overtly enter into play (12 to 18 months).
- Solitary: Child plays alone, using toys different from children nearby with no conversation with others (12 to 18 months).

Parallel play
Child plays with toys or engages in activities similar to those of other children who are close by but not attempting to play with other children (2 years old).

Cooperative/group play
- Child plays with other children in a group; roles may or may not be assigned (3.5 years old).
- Child is cooperative when there is organization for the purpose of working together toward a common goal (4 to 5 years old).

Levels of Cognitive Play

Functional or sensorimotor or exploratory play
- Repetitive actions for pleasure: running, climbing, filling, emptying, etc.
- Comprises 33% of play for 3 to 5 year olds

Constructive play
- Combining sensory and motor functional play with symbolic play
- Systematic manipulation of materials to create a product or solve a problem - using blocks or paint to make something
- Most common form of play for young children, ranging from 40% of play for 3.5 year olds to 51% of play at ages 4, 5, and 6 years

Symbolic/Socio-dramatic play
- Role-playing and/or make-believe transformation
- Role-playing - pretending to be a parent, baby, shark, super hero
- Make-believe transformations - pretending to drive a car (arm movements) or give an injection with a pencil (object use)

Games with Rules:
- Recognition and acceptance of and conformity with preestablished rules - tag, "Mother, May I?," marbles, checkers, kick ball, board games
- 5 year olds

Johnson, J. E., Christie, JJ. F., and Yawkey, T. D. (1987). Play and Early Childhood Development. Glenview, IL: Scott Foresman. Based on Rubin et al. (1978). Free-play behaviors in preschool and kindergarten children. Child Development, 49, 534-536.Stone, S. J. (1993). Playing: A Kid's Curriculum. Glenview, IL: Scott Foresman.

Language/Play Developmental Scales

CHECKLIST FOR PHONOLOGICAL AWARENESS/EMERGING LITERACY PROGRESSION

Name_____ **Birthdate**_____ **Grade**_____

Does this child demonstrate the ability to:

❑ respond to the rhythm/prosodic elements of nursery rhymes, songs, finger plays, etc., by imitating vocal patterns?

❑ use beginning temporal sequencing, pairing a phrase in a rhyme or song with a corresponding movement, picture, or object?

❑ visually follow pointing and auditory cues that track from top to bottom and left to right of a page?

❑ distinguish between pictures and written words in a book (e.g., "Show me the pictures. Now show me the words".)

❑ respond appropriately to beginning word games (e.g., "What does the cow say?" or "Old McDonald had a farm and on his farm he had a _____")?

❑ recognize that some visual symbols stand for an entity (e.g., "When this child sees the golden arches, does this child say *McDonald's*")?

❑ understand that a word is separate from its meaning and what constitutes a "long" word versus a "short" word (e.g., *caterpillar* is a long word and *snake* is a short word)?

❑ demonstrate an understanding of the language of literacy:
   ❑ top, ❑ bottom, ❑ same/different ❑ first or beginning, ❑ last or ending, ❑ before, ❑ after, ❑ word?

❑ hear and see that portions of words are the same (e.g., thir*teen*, four*teen*, fif*teen*, etc.)?

❑ use rhymes where syllables are emphasized (e.g., ee nee, mee nee, mie nee, mo…?)

❑ recognize rhyming words?

❑ segment or count syllables in multisyllabic words?

❑ use top-to-bottom sequencing on a page?

❑ use left-to-right sequencing to sweep across lines in a text?

❑ point to individual words for reading, even though the words spoken may not be the correct ones?

❑ recognize his or her own written name?

❑ see his or her own first initial in other words?

❑ recognize other letters from his or her name in words that s/he sees?

❑ have sound-to-symbol correspondence for any alphabet letters? Which ones? _____

❑ think of a rhyming word for a word given by the teacher?

❑ segment a two-phoneme word into two parts (e.g., *sew* into /s/ and /ou/)?

❑ segment a three-phoneme word into three parts (e.g., *rope* into /r/, /ou/, /p/)?

Completed by (Print) _____ *Position*_____ *Date*_____
Signature _____

Early Identification of Language-Based Reading Disabilities

Name_____ **Birthdate**_____ **Grade**_____ **Completed by**_____

This checklist is designed to identify children who are at risk for language-based reading disabilities. It is intended for use with children at the end of kindergarten or beginning of first grade. Each of the descriptors listed below should be carefully considered and those that characterize the child's behavior/history should be checked. A child receiving a large number of checks should be referred for a more in-depth evaluation.

Speech Sound Awareness
- ☐ Doesn't understand and enjoy rhymes
- ☐ Doesn't easily recognize that words may begin with the same sound
- ☐ Has difficulty counting the syllables in spoken words
- ☐ Has problem clapping hands or tapping feet in rhythm with songs and/or rhymes
- ☐ Demonstrates problems learning sound-letter correspondences

Word Retrieval
- ☐ Has difficulty retrieving a specific word (e.g., calls a sheep a "goat" or says "you know a woolly animal.")
- ☐ Shows poor memory for classmates' names
- ☐ Speech is hesitant, filled with pauses or vocalizations (e.g., "um," "you know")
- ☐ Frequently uses words lacking specificity (e.g., "stuff," "thing," "what you call it")
- ☐ Has a problem remembering/retrieving verbal sequences (e.g., days of the week, alphabet)

Verbal Memory
- ☐ Has difficulty remembering instructions or directions
- ☐ Shows problems learning names of people or places
- ☐ Has difficulty remembering the words to songs or poems
- ☐ Has problems learning a second language

Speech Production/Perception
- ☐ Has problems saying common words with difficult sound patterns (e.g., animal, cinnamon, specific)
- ☐ Mishears and subsequently mispronounces words or names
- ☐ Confuses a similar sounding word with another word (e.g., saying "The *Entire* State Building is in New York")
- ☐ Combines sound patterns of similar words (e.g., saying "escavator" for escalator)
- ☐ Shows frequent slips of the tongue (e.g., saying "brue blush" for blue brush.)
- ☐ Has difficulty with tongue twisters (e.g., she sells seashells)

Comprehension
- ☐ Only responds to part of a multiple element request or instruction
- ☐ Requests multiple repetitions of instructions/directions with little improvement in comprehension
- ☐ Relies too much on context to understand what is said
- ☐ Has difficulty understanding questions
- ☐ Fails to understand age-appropriate stories
- ☐ Has difficulty making inferences, predicting outcomes, drawing conclusions
- ☐ Lacks understanding of spatial terms such as left-right, front-back

Expressive Language
- ☐ Talks in short sentences
- ☐ Makes errors in grammar (e.g., "he goed to the store" or "me want that")
- ☐ Lacks variety in vocabulary (e.g., uses "good" to mean happy, kind, polite)
- ☐ Has difficulty giving directions or explanations (e.g., may show multiple revisions or dead ends)
- ☐ Relates stories or events in a disorganized or incomplete manner
- ☐ May have much to say, but provides little specific detail
- ☐ Has difficulty with the rules of conversation, such as turn taking, staying on topic, indicating when s/he does not understand

Other Important Factors
- ☐ Has a prior history of problems in language comprehension and/or production
- ☐ Has a family history of spoken or written language problems
- ☐ Has limited exposure to literacy in the home
- ☐ Lacks interest in books and shared reading activities
- ☐ Does not engage readily in pretend play

Comments: _____

_____
_____
_____
_____

Catts, H.W. (1997) The early identification of language-based reading disabilities. Language Speech and Hearing Services in the Schools, 28, 86-87

SEMANTIC RELATIONS IN TWO AND THREE WORD PHRASES[1]

Two Word Phrases		Three Word Phrases	
1. **AGENT-ACTION**	√ Mommy jump; Baby push (while pushing toy); Daddy throw (while throwing ball); Baby walk	1. **AGENT ACTION OBJECT**	√ Dad hit ball; Baby eat cookie; I find ball; Sister kiss doll
2. **ACTION-OBJECT**	√ Drink milk; Roll ball; Push truck; Zip jacket	2. **AGENT-ACTION-LOCATIVE**	√ Mom go store; Dad come here; Baby fall down; Baby go bed
3. **AGENT-OBJECT**	√ Daddy shoe (as he puts shoe on); Mommy toy (mom is giving the toy)	3. **ACTION-OBJECT-LOCATIVE**	√ Drink juice kitchen; Take shoe car; Throw ball here
4. **POSSESSIVE**	√ Mommy car; Sister doll; Baby shoe; Dolly sock	4. **PHRASES WITH PREPOSITIONS**	√ Car in box; Hide under table; Soap in water; Put in box
5. **DESCRIPTIVE**	√ Blue ball; Red truck; Big ball; Blue car	5. **MODIFYING PHRASES**	√ Want more cheese; See my dog; Get my coat; Want red ball
6. **LOCATIVE (PLACE, WHERE?)**	√ In box; Slide down; Under able; Behind sofa; On table	6. **CARRIER PHRASES**	√ I want cookie; I see plane; I like Pooh Bear; I love mommy; I want cookie please; I want more juice
7. **TEMPORAL**	√ Go now; Cookie later; Go tomorrow; Milk now; Lunch later		
8. **QUANTITATIVE**	√ Two socks; One cup; Three balls		
9. **CONJUNCTIVE (GOES TOGETHER)**	√ Cup plate; Shoe sock; Jacket hat; cereal milk		
10. **EXISTENCE**	√ This bear; That cookie		
11. **RECURRENCE**	√ More juice; more cookie; More music		
12. **NONEXISTENCE (NONE HERE)**	√ No bear; All gone juice; All gone doll		
13. **REJECTION (DON'T WANT)**	√ No milk; No want; No banana; No sleep		
14. **DENIAL (THIS ISN'T)**	√ No muice (it's milk); No cookie (it's cereal); No daddy (it's uncle Bob)		

DETERMINING THE TYPE-TOKEN RATIO

The type-token ratio (TTR) is an easy-to-calculate measure of functional vocabulary skills. The ratio reflects the diversity of words used by the student during the language sample. Templin (1957) reported that normally developing children between the ages of 3 and 8 years have TTRs of .45-.50. A substandard TTR is one indicator of an expressive language delay or disorder. You must avoid using this kind of normative data as a single or primary method for establishing a diagnosis.

After you have transcribed the language sample, number every new word produced by the child. The last number you write is the number of different words produced. To calculate the TTR, divide the number of different words by the total number of words in the sample. For example:

$$\frac{100 \text{ different words}}{200 \text{ total words}} \quad = \quad .50 \text{ TTR}$$

Stickler (1987) presents a modification of the TTR. Rather than count all the different words, count the different *types* of words used in the sample. She uses eight different word types: nouns, verbs, adjectives, adverbs, prepositions, pronouns, conjunctions, affirmatives *(yeah, okay,* etc.) and negatives *(no, not,* etc.), articles, and wh-words *(who, where,* etc.). Calculations are made by dividing the number of each different type of word by the total number of words in the sample. This method allows you to evaluate the diversity of word types used by your student. The *Type-token Ratio for Assessment of Semantic Skills* form is a worksheet you can use to itemize word-type frequencies for the TTR calculation. Under the appropriate column, record first-time productions of each word noted during the language sample. Each time the student uses a word already recorded, tally the repeated production next to the original entry.

For example:

go		(1 production of this word)
in	√	(2 productions)
me	√√	(4 productions)
no	√√√√√	(7 productions)

Determining the Type-Token Ration

TYPE-TOKEN RATIO FOR THE ANALYSIS OF SEMANTIC SKILLS[1]

Name: _____ Age: _____ Date: _____
Examiner: _____

Instructions: *Under the appropriate word-type column, record first-time utterances of every word. Repeated productions of the same word are marked with a tally next to the original entry. Count total productions of every different word and total productions of every different word type and enter in the summary section.*

Nouns	Verbs	Adjectives	Adverbs	Prepositions

Source: Shipley, K.G. and McAfee, J. G. Assessment in Speech—Language Pathology: A Resource Manual. San Diego: Singular Publishing Group, 1992. Reprinted with Permission.

Permission also from Thinking Publications, Eau Claire, WI.

Determining the Type-Token Ration

---

[1] Excluding the identifying information and instructions sections, this form is from K. Rutherford Stickler (1987), Guide to Analysis of Language Transcripts (pp. 201-202), Eau Claire, WI: Thinking Publications. Used by permission.

Pronouns	Conjunctions	Negative/ Affirmative	Articles	Wh-Words

Summary

Total Number of Different
Nouns _____
Verbs_____
Adjectives _____
Adverbs _____
Prepositions _____
Pronouns _____
Conjunctions _____
Negative/Affirmative _____
Articles _____
Wh-Words _____

Total Number of
Nouns _____
Verbs_____
Adjectives _____
Adverbs _____
Prepositions _____
Pronouns _____
Conjunctions _____
Negative/Affirmative _____
Articles _____
Wh-Words _____

Total Number of Different Words   **Total Number Words _____**

Total Number of Different Words
Total Number of Words   = _____ = Type Token Ratio (TTR)

Determining the Type-Token Ration

ASSESSING BASIC COMMUNICATION SKILLS:
A FUNCTIONAL COMMUNICATION CHECKLIST

What is this form?
It consists of a rating scale of basic communication behaviors that are important in assessing children with Multiple Disabilities and/or children in the lower functioning range. Information from a variety of sources was used in developing the checklist.

Why use the checklist?
SLTs often have difficulty finding appropriate assessment tools for lower functioning children. The checklist covers basic communication skills and assists in evaluating communication performance in the natural environment. It can be used as one of the components of a language evaluation to establish eligibility, to determine IEP goals, and to evaluate progress over time.

Who uses the Functional Communication Checklist?
It was developed by Speech-Language Therapists. The information could be useful to a variety of professionals working with the student. SLTs use observation, direction interaction with the student and feedback from teachers and family members to complete the checklist.

For which students would the checklist be appropriate?
It can be used with students from preschool through high school that are functioning at a basic communication level. It may be used with developmentally delayed preschoolers, students with intellectual disabilities and students with Multiple Disabilities.

Why was it developed and where is it used?
The checklist was developed as part of a two-year project on authentic assessment in Cobb County, Georgia and is currently used by many Speech-Language Therapists in public school systems in Georgia. It is used to gather information on communicative functioning across environments (classroom, school settings, home and community settings). It can be appropriate for use by professionals in other settings as well.

FUNCTIONAL COMMUNICATION CHECKLIST

NAME _____   EVALUATOR _____

SCHOOL _____   DOB _____   CA _____

RATING SCALE *Never – 1 Rarely – 2 Sometimes – 3 Usually – 4 Consistently – 5*	Date	Date	Date
1. Please rate the methods of communication used by the student:			
▪ Eye gaze			
• Gesture			
• Physical manipulation			
• Vocalization (i.e., nonspeech, grunts)			
• Facial expression			
• Sign language (___ idiosyncratic ____ format)			
• Verbalization			
• Augmentation (i.e., picture board, device)			
• Other			
2. Please rate communication interactions:			
▪ Initiates communication interactions			
• Appropriately maintains communication interactions			
• Demonstrates turn-taking behaviors			
• Appropriately terminates communication interactions			
• Appropriately responds to communication interactions			
3. Please rate communication functions:			
▪ Gains attention of people within environment			
• Makes requests (i.e., want, help)			
• Expresses rejection (i.e., "no", "don't want")			
• Expresses wants and needs within an activity			
• Expresses activity choice			
• Responds to questions with "yes" and "no"			
• Expresses recurrence ("more")			

Developed by Speech-Language Pathologists in the Cobb County School System, Marietta, GA, Permission to photocopy for in-house use granted by The Clinical Connection, 708 Pendleton Street, Alexandria, VA 22914

Assessing Basic Communication Skills: A Functional Communication Checklist.

NAME _____

RATING SCALE *Never – 1 Rarely – 2 Sometimes – 3 Usually – 4 Consistently – 5*	Date	Date	Date
3. Please rate communication functions *(CONTINUED)***:**			
▪ Expresses "finished" or "all gone" or "gone"			
▪ Provides greetings/farewells			
▪ Expresses comments (i.e., "I like it". "It's soft".)			
▪ Expresses feelings			
▪ Expresses physical conditions			
▪ Answers basic questions			
▪ Asks questions			
4. Please rate expressive language skills:			
A. Phonology: Sound Production Patterns Check the phonemes or speech sounds produced by the student—include sound/word inventory: ▪ Speech sounds _____			
▪ Babbling—consonant-vowel combinations _____ _____			
▪ Jargon-speech sounds combined into patterns with intonations _____			
B. Echolalia: Check if student demonstrates echolalia in communication. Timing: Immediate _____			
Delayed _____			
Echolalia: Exact _____			
Mitigated (changed) _____			
Function: To continue interaction _____ _____			
To demonstrate comprehension _____			
Comments _____ _____ _____			

Assessing Basic Communication Skills: A Functional Communication Checklist

NAME _____

RATING SCALE *Never – 1 Rarely – 2 Sometimes – 3 Usually – 4 Consistently – 5*	Date	Date	Date
C. Rate oral language skills demonstrated:			
▪ Produces single word approximations (i.e., "ma"/"mamma")			
▪ Produces single word utterances—*Check categories observed:* ___agent (baby) ___action (drink) ___ object (cup) ___location (up) ___ recurrence (more) ___ possession (mine)			
▪ Imitates new words			
▪ Produces two-word utterances			
▪ Produces three-word utterances			
▪ Produces short sentences			
5. Receptive Language: Rate receptive language skills			
• Alert to environmental noises			
• Localizes to sound source/speaker's voice			
• Responds to name			
• Anticipates familiar routines			
▪ Follows simple directions with visual cue			
• Follows simple directions with verbal cue			
• Follows one/two step directional commands			
• Identifies familiar people/objects within environment			
• Identifies photographs of familiar objects			
• Identifies drawings of familiar objects			
• Identifies objects through function			
• Identifies objects by color / size / shape			
• Demonstrates comprehension of directional concepts			
• Demonstrates comprehension of basic "wh" questions			
▪ Demonstrates object permanence (ability to represent objects and events not perceptually present)			
Demonstrates mean-end behaviors (actions to achieve a goal)			
▪ Demonstrates functional object use and object classification (perception of relationships)			
• Demonstrates symbolic behavior (ability to internalize and reproduce information)			

Assessing Basic Communication Skills: A Functional Communication Checklist

NARRATIVE ANALYSIS[1]

One means of assessing expressive language is through the use of narrative analysis. This approach is used for the following reasons:

1. Narrative language skill is associated with other academic skills.

   - Studies indicate a relationship between narrative ability in the preschool years and later language and literacy measures. Bishop and Edmundson (1987) and Paul and Smith (1993) have found that a story retelling task was the best predictor among several tests for identifying a persistent language disorder. Many preschool children who performed poorly on a narrative retelling task continued to show language deficits as they got older.

   - During reading lessons, teachers ask students to summarize or paraphrase what they've read, then make inferences about students' comprehension of the material based on their narrative responses (Milosky 1987).

   - As students progress in school, teachers' judgments of their comprehension of other subjects (e.g., history, science, literature) are based on students' narrative answers, either oral or written.

   - The use of both oral and written language as a medium for acquiring knowledge is crucial to academic success (Roth 1986).

2. Narratives have high ecological validity. They occur naturally within school settings and outside of them.

3. For young children, Paul and Smith (1993) advocate narrative assessment as "naturalistic and easily elicited in a standard format" (p. 597).

4. For school-aged children, oral narratives are part of classroom talk as students describe, explain and interpret events (Crais and Lorch 1994).

5. The ability both to produce and comprehend oral and written narrative language plays an important role in the daily interaction of students, teachers and books (Milosky 1997).

6. Production of narratives is a rigorous test of many levels and aspects of language content, form and use.

7. Most narratives are monologues, with the major burden of formulation and production resting squarely on the child.

8. Narration requires recall and organization of content, adaptation to listeners' background knowledge, formulation of new utterances and relating them to prior utterances, and introduction of referents followed by clear subsequent reference to them (Milosky 1987).

9. Narrative language tasks can be adjusted to increase or decrease difficulty, thus revealing the optimal degree of support needed.

10. Both comprehension and production of narratives can be assessed to determine similarities and differences between these two modal ties.

There are several appropriate sampling methods for eliciting narratives:

- Personal narratives
- Scripts
- Fictional narratives – story retelling and story generation with or without visual stimuli and with or without shared context

---

[1] Hughes, D., McGillivray, L., and Schmidek, M. (1997). Guide to narrative language: Procedures for assessment. Thinking Publications

DEVELOPMENT OF NARRATIVE SKILLS

1. **Heaps**
   - Text organization comes from whatever attracts attention
   - No story macrostructure
   - No relationship or organization among elements or individual microstructures
2. **Sequences**
   - Narrative has macrostructure with central character, setting, topic
   - Activities of central character occur in particular setting
   - Story elements are related to central macrostructure through concrete associative, or perceptual bonds
   - Superficial sequences in time
   - No transitions
   - May use format A does X, A does Y, A does Z; or A does X to N, A does X to O, A does X to P
   - No ending narrative
   - Trip stories may be in this category if events lack logical sequence or trip theme
3. **Primitive Narratives**
   - Characters, objects, or events of narratives are put together because they are perceptually associated and complement each other
   - Elements of the narrative follow logically from attributes of the center
   - Attributes of the center are internal to the character, objects, events, and they determine the types of events that occur
   - May use inference in narrative
   - Narrative goes beyond perceptual and explicit information, but stays concrete, with links forged by shared situation rather than abstract relationship
   - May talk about feelings
   - Organized trip stories fall in this category if they include multiple comments on events, including interpretive feelings
4. **Unfocused Chains**
   - Events are linked logically (cause-effect relationship)
   - Elements are related to one another
   - No central theme or character, no plot or story theme
   - Lack of evidence of complete understanding of reciprocal nature of characters and events
   - True sequence of events
5. **Focused Chains**
   - Organized with both a center and a sequence
   - Actual chaining of events that connect the elements
   - Does not have a strong plot
   - Events do not build on attributes of characters
   - Characters and events of narratives seldom reach toward a goal
   - Weak ending, no ending, or end does not follow logically from the beginning
   - May be problems of motivating events that cause actions
   - Transitions are used
   - More *because-then* chains are used
   - May be a trip story if the events follow logically from each other more than just occurring next on the same trip
6. **True Narratives**
   - Integrate chaining events with complementary centering of the primitive narrative
   - A developed plot
   - Consequent events build out of prior events and also develop the central core
   - Ending reflects or is related to the issues or events presented in the beginning of the narrative
   - Intentions or goals of characters are dependent on attributes and feelings

From "Development of the Concept of Story in Narratives Written by Older Children" by N.W. Nelson & K.K. Friedman, in Childhood Language Disorder in Context: Infancy through Adolescence (p. 430), by N.W. Nelson, 1993, Neecham Heights, MA: Alyn & Bacon.

DEVELOPMENTAL MILESTONES OF NARRATIVE PRODUCTION USED FOR MACROSTRUCTURE*

Developmental Age	Personal and Fictional Narratives	Narrative Level	Story Structure Level
About 2 years	Children embed narratives in adult-child conversations, with basic elements of narrative structure but no identifiable high point.	Heaps and sequences, and centering	
About 3 years	Children can produce verbal descriptions of temporally organized general knowledge about routine events; children can independently report memories of past specific episodes with little support (i.e., questions and cues); no identifiable high point.	Primitive narrative and unfocused chain	Descriptive and action sequences; more likely if retelling than generating a story
About 4 years	Children's narratives have no identifiable high point; 13% of personal narratives incorporate goal-directed episodes.	Focused chains	Complete episodes in 16% of 4-year-olds' stories; reactive sequences
About 5 years	42% of 5-year-old children incorporate goal-directed episodes; 95% of stories by children 5 and older have a central focus or high point; children end narratives at the high point.	True narratives	Earlier story structure levels still occur; some complete episodes may occur. In fictional stories, children include setting information and may attempt to develop a plot
About 6 years	After age 5 years, children build to a high point and resolve it in classic form.		Abbreviated episode
Around 7-8 years	Children use codes to tie personal narratives together; children use introducers in elicited personal narratives.	Narrative summaries	60% of 8-year-olds' stories are complete episodes. Stories include internal goals, motivations, and reactions that are largely absent in stories produced by younger children; some episodes will be incomplete. Multiple episodes
Around 11 years/ 5th grade	Children tell coherent, goal-based, fictional stories, although reference to internal states is still rare. 10-year-olds may be limited to number of embedded or interactive episodes they can handle when retelling a story.	Complex narratives	Complex episode Embedded episode Interactive episode
Around 13 years		Analysis and generalization	
*Note that information is based on narrative generation, not retelling unless specified.			
Sources: Hedberg and Westby (1993); Hudson and Shapiro (1991); Kemper (1984); Peterson and McCabe (1953)			

Narrative Analysis

STORY STRUCTURE LEVELS – ORDERED FROM LEAST TO MOST COMPLEX

Story Structure Levels	Developmental Age	Description
1. Descriptive Sequence	Preschool	Describes character(s), surroundings, and habitual actions with no causal relations
2. Action Sequence	Preschool	Lists actions that are chronologically but not causally ordered
3. Reactive Sequence	Preschool	Includes a series of actions, each of which automatically causes other actions, but with no planning involved; no clear goal-directed behavior
4. Abbreviated Episode	About 6 years	Provides aims or intentions of a character but does not explicitly state the character's plan to achieve aims; planning must be interred
5a. Incomplete Episode	Around 7-8 years	States planning, but one or more of the three essential story grammar parts of a complete episode is missing: IE, A, or C
5b. Complete Episode	Around 7-8 years	Includes aims and plans of a character; may reflect evidence of planning in the attempts of a character to reach the goal; has at minimum an initiating event, an attempt, and a consequence; uses words like *decided to*
5c. Multiple Episodes	Around 7-8 years	Is a chain of reactive sequences or abbreviated episodes, or a combination of complete and incomplete episodes
6. Complex Episode	Around 11 years	Includes elaboration of a complete episode by including multiple plans, attempts, or consequences within an episode; includes an obstacle to the attainment of a goal; may include a trick as in "trickster tales"
7a. Embedded Episode	Around 11 years	Embeds another complete episode or reactive sequence within an episode
7b. Interactive Episode	None established by research; beyond 11-12 years	Describes one set of events from two perspectives, with characters and goals influencing each other; may have a reaction or consequence for one character serving as an initiating event for another character

Sources: Glenn and Stein (1980); Hedberg and Wesby (1993); Liles (1987); Steing (1988); Peterson and McCabe (1983)

Narrative Analysis

NARRATIVE LEVELS ANALYSIS

Name: _____   Date: _____

Age: _____   Examiner: _____

DIRECTIONS   *Place check marks to reflect the highest level of narrative development for formulated and reformulated tasks*

Cognitive Period	*Approximate "Normal" Age of Emergence*	*Mode of Organization*	*TASKS*	
Pre-operations	2 years	Heaps		
	2 to 3 years	Sequences		
	3 to 4 years	Primitive narratives		
	4 to 4 ½ years	Unfocused chains		
	5 years	Focused chains		
	6 to 7 years	Narratives		
Concrete	7 to 11 years	Summarization		
	11 to 12 years	Complex stories		
Formal	13 to 15 years	Analysis		
	16 years to adult	Generalization		

Description of formulated task: _____

Description of reformulated task: _____

Comments: _____
_____
_____
_____
_____
_____

Adapted with permission from: Communication Assessment and Intervention Strategies for Adolescents. V.L. Larson and N.L. McKinley. Thinking Publications. Eau Claire, WI. 1987.

Narrative Analysis

LEVELS OF STORY GRAMMAR DEVELOPMENT

Glenn and Stein (1980) have suggested a developmental taxonomy for the acquisition of story grammar skills. Seven different levels have been identified ranging in complexity from simplest to most complex. Each level contains all the components of the previous levels with one additional component added.

Level 1   DESCRIPTIVE SEQUENCE

This story is comprised of descriptions of characters, surroundings, and usual actions of the characters. No causal relationships or sequences of events are present.

Level 2   ACTION SEQUENCE

This story consists of events in a chronological order but no causal relationships exist.

Level 3   REACTIVE SEQUENCE

This story does contain a causal relationship in that certain changes automatically cause other changes. There is no evidence of goal-directed behavior.

Level 4   ABBREVIATED EPISODE

At this level, a goal is implied even though it may not be stated explicitly. This story contains either an event statement with a consequence or an internal response with a consequence. The actions of the characters seem to be purposeful, though not as well thought out as in successive stages.

Level 5   COMPLETE EPISODE

This story contains an entire goal-oriented behavior sequence. A consequence is required as well as two of the following three components: Initiating Event, Internal Response, Attempt.

Level 6   COMPLEX EPISODE

This level is an elaboration of the complete episode, with an additional partial or complete incident embedded in the episode. A story at this level could also contain multiple plans which are used to achieve the goal. Either one of these factors or both must be present.

Level 7   INTERACTIVE EPISODE

The interactive episode is the highest level. This story contains two characters with separate goals and actions that influence the actions of the other.

STORY GRAMMAR ASSESSMENT

NAME _____   DATE _____

Degree of structure provided:
___   No additional structure
___   Medium amount of structure
___   High degree of structure

Collect a narrative from the student.

_____

1. ❑ YES ❑ NO   IS A SETTING GIVEN?

2. ❑ YES ❑ NO   ARE THE CHARACTERS DESCRIBED?

3. ❑ YES ❑ NO   ARE THE EVENTS PRESENTED SEQUENTIALLY?

4. ❑ YES ❑ NO   IS THERE A CAUSAL RELATIONSHIP BETWEEN EVENTS?

5. ❑ YES ❑ NO   IS THERE AN INITIATING EVENT (IE)?

6. ❑ YES ❑ NO   IS A GOAL PRESENT?

7. ❑ YES ❑ NO   IS THERE A CONSEQUENCE?

8. ❑ YES ❑ NO   IS AN INTERNAL RESPONSE (IR) PRESENT?

9. ❑ YES ❑ NO   IS THERE AN ATTEMPT TO ATTAIN THE GOAL?

10. ❑ YES ❑ NO   ARE MULTIPLE PLANS USED TO MEET THE GOAL?

11. ❑ YES ❑ NO   IS A PARTIAL OR COMPLETE EPISODE EMBEDDED IN THE EPISODE?

12. ❑ YES ❑ NO   ARE THERE TWO CHARACTERS WITH SEPARATE GOALS AND ACTIONS THAT INFLUENCE THE ACTIONS OF THE OTHER?

Number of YES Responses _____ ÷ 12 **X** 100 = _____ %

LEVEL OF STORY GRAMMAR DEVELOPMENT _____

Comments _____
_____
_____
_____
_____
_____
_____

Narrative Analysis

STYLE OF NARRATION ASSESSMENT

NAME: _____   DATE: _____

For each narrative sample collected, answer the following questions:

1.	IS THE NARRATIVE GRAMMATICAL?	YES	NO
2.	IS SUFFICIENT INFORMATION PRESENTED?	YES	NO
3.	DOES THE LISTENER UNDERSTAND THE NARRATIVE WITHOUT ASKING QUESTIONS OF CLARIFICATION?	YES	NO
4.	IS THE NARRATIVE PRESENTED IN A FLUENT MANNER (I.E., WITHOUT PAUSES, HESITATIONS, REVISIONS, OR FALSE STARTS)?	YES	NO
5.	DOES THE SPEAKER TELL THE STORY WITHOUT EXHIBITING FRUSTRATION OR OBVIOUS DIFFICULTY?	YES	NO
6.	IS ONE TOPIC PRESENTED (IF MORE THAN ONE TOPIC IS GIVEN, IS THERE A SMOOTH AND APPROPRIATE TRANSITION BETWEEN TOPICS)?	YES	NO
7.	DO ALL THE STATEMENTS PERTAIN TO THE TOPIC(S)?	YES	NO
8.	ARE PRECISE VOCABULARY TERMS USED (I.E., WITHOUT LOW INFORMATION WORDS LIKE *THINGS* OR *STUFF*)?	YES	NO
9.	ARE FACILA AND BODY EXPRESSIONS APPROPRIATE TO THE STORY?	YES	NO
10.	WAS THE TOPIC OF THE NARRATIVE APPROPRIATE FOR THE AUDIENCE?	YES	NO

Number of YES Responses _____ ÷ 10 x 100 = _____ %

DESCRIPTION OF NARRATIVE TASK _____

Comments _____

_____

_____

_____

_____

_____

Narrative Analysis

PRAGMATIC LANGUAGE CHECKLIST

Student: _____ School: _____ Grade: _____ Date: _____

Settings: _____

_____

_____

Completed by_____ /Title_____

I. INTERACTIONAL SKILLS ("how")	Verbal	Other
A. Sequential Organization		
1. Openings—establish eye contact_____	_____	_____
2. Initiation—speaking to person_____	_____	_____
3. Attending to Speaker—attentive listener_____	_____	_____
4. Appropriate Responding—answering questions_____	_____	_____
5. Speaker Selection—acknowledging another as speaker in group_____	_____	_____
6. Appropriate Interruptions—"excuse me"_____	_____	_____
7. Closings—appropriately_____	_____	_____
B. Coherent		
1. Establishing Topic—indirectly suggesting a subject of shared interest_____	_____	_____
2. Maintaining Topic—participating_____	_____	_____
3. Back channeling—small words used to indicate they are listening ("oh", "I see")	_____	_____
4. Accompaniments—request to continue topic of conversation_____	_____	_____
5. Conversational Questions—to initiate and maintain conversation_____	_____	_____
6. Sequencing—ability to follow temporal events/order of subject importance_____	_____	_____
7. Chunking—conjunctions_____	_____	_____
8. Signaling Topic Shifts—closing topic_____	_____	_____
C. Repair		
1. Clarification—request or giving more detailed information_____	_____	_____
D. Roles		
1. Politeness Markers/Tact—don't impose on listener_____	_____	_____
2. Communication Distance_____	_____	_____
3. Register Shifts—switch codes as needed; relate to audience_____	_____	_____

II. INTENTS ("why")	Verbal	Other
A. Requests		
1. Yes/No Questions_____	_____	_____
2. WH Questions_____	_____	_____
3. Action Requests_____	_____	_____
4. Permission requests_____	_____	_____
5. Object Requests_____	_____	_____

Source: Colorado Guidelines for Speech/Language Impairments

Pragmatic Language List

II. INTENTS ("why")—continued	Verbal	Other
B. Responses		
1. Yes/No Answers	_____	_____
2. WH Answers	_____	_____
3. Agreements	_____	_____
4. Compliances—comply with or refusing to comply	_____	_____
5. Qualifications—supplying unexpected information	_____	_____
6. Imitations—part or whole repetitions of prior utterances	_____	_____
	_____	_____
C. Descriptions		
1. Greetings	_____	_____
2. Identifications—labeling object, person, event, situation	_____	_____
3. Possessions—indicating ownership	_____	_____
4. Events—actions, processes described	_____	_____
5. Properties—observable traits or conditions of objects, events, situations	_____	_____
6. Locations—location or direction of an object or event	_____	_____
7. Times—times are reported	_____	_____
	_____	_____
D. Statements		
1. Rules—express rules, conventional procedures, analyze facts, definitions or clarifications	_____	_____
2. Evaluations—impressions, attitudes, judgments about objects, events, situations	_____	_____
3. Internal Reports—emotions, sensations, mental events, including intents to perform future acts	_____	_____
4. Attributions—beliefs about another's internal state, capacity or intents	_____	_____
5. Predicting—beliefs about future actions, events, situations	_____	_____
6. Explanations—reasons, causes, predictions	_____	_____
7. Hypothesizing—attempt to explain assumptions or verifiable future facts	_____	_____
	_____	_____
E. Acknowledgments		
1. Acceptances—neutrally recognize answers or non-requests	_____	_____
2. Approval/Agreements—positively recognize answers or non-requests	_____	_____
3. Disapproval/Disagreements—negatively evaluates answers or non-requests	_____	_____
F. Performatives		
1. Role-Plays—establish a fantasy	_____	_____
2. Protests—object to listeners previous behavior	_____	_____
3. Game-Markers—initiate, maintain, or end a game	_____	_____
4. Jokes	_____	_____
5. Claims—establish rights by being said ("that's my cookie")	_____	_____
6. Warnings—alert listener to impending harm	_____	_____
7. Teases—annoy, provoke, taunt	_____	_____
	_____	_____
G. Miscellaneous		
1. Uninterpretable—unintelligible, incomplete, or anomalous utterances	_____	_____
2. Exclamations—emotional reactions	_____	_____

Pragmatic Language List

Relating Language Behaviors to Communication Goals

Prizant, B. (1999). Enhancing Communicative and socioemotional competence in young children with Autism Spectrum Disorders.
Evanston, IL. Conference hand-out

Issues and Challenges

Prelinguistic Level:

Establishing intentionality

Uneven developmental profiles

Communication limitations

Challenging behaviors

Joint attention and action

Alternatives to speech

Generic Communication Goals

- Establish anticipatory and early intentional behaviors.
- Communicate intent across environments and persons.

- Establish a consistent means of expressing intent.

- Replace idiosyncratic communicative means with more convention and intentional gestures.
- Expand the range of functions or purposes for communication.
- Develop motivation and strategies to persist in communication and to repair breakdowns.

- Replace unacceptable means with socially acceptable forms.

- Establish reliable means to initiate interaction or bring attention to self.

- Develop use of AAC systems to communicate intentions.

Issues and Challenges	Generic Communication Objectives
Emerging Language Levels:	
Shift from preverbal communication may be slow.	▪ Expand vocabulary. ▪ Produce intelligible or unambiguous communicative acts (e.g., spoken words, signs, exchanging visual symbols).
Unconventional verbal behavior may be produced for communicative as well as non-communicative purposes.	▪ Expand communicative functions. ▪ Direct attention to self or secure other's attention prior to communicating (calling function).
Generalization of early creative language and gestalt forms may be slow.	▪ Combine words/signs/pictures creatively to express relational concepts.
Early language forms are typically used for a limited range of communicative purposes.	▪ Combine words/signs/ pictures creatively to express relational concepts. ▪ Produce different sentence types to serve different communicative functions. ▪ Develop emergent literacy skills.
Difficulties comprehending communicative partners' language and nonverbal sign.	▪ Use repetition in more conventional ways to express intents. ▪ Segment gestalt forms with rule induction, allowing for greater creativity and generativity in language production.
More Advanced Language Levels:	
Language comprehension and social-cognitive limitations adversely affect conversational ability	▪ Convey information about past and future events. ▪ Use conversational skills and strategies.

Relating Language Behaviors to Communication Goals

Issues and Challenges

More Advanced Language Levels:

Verbal and nonverbal conventions may be violated, affecting the success of interactions.

Limited ability to recognize and repair communication breakdowns

Learned verbal "scripts" may be applied too rigidly, with few, if any adjustments for different communicative or situational contexts.

Unconventional verbal forms used with clear intent may be difficult to "read," especially for unfamiliar partners.

Language use in more complex and less familiar social situations may be especially challenging.

Generic Communication Objectives

- Use verbal conventions for initiating interaction, exchanging)turns during interactions, and terminating communicative exchanges.
- Use nonverbal and paralinguistic behavior to support social interactions (e.g., body posture and orientation, eye contact, vocal volume, etc.).

- Use strategies for repairing communication breakdowns.

- Use "scripts" specific to particular events.

- Use reading and writing skills for intrapersonal and interpersonal communicative functions.

- Use language as a tool for emotional regulation by:
    - developing vocabulary to share emotional states and experiences with others.
    - using language to request assistance and comfort. Provide opportunities to review, understand and discuss potentially problematic situations; prepare individuals for changes in routine.

Relating Language Behaviors to Communication Goals

FUNCTIONAL CATEGORIES OF IMMEDIATE ECHOLALIA
Prizant and Duchan, 1981

Category

Interactive

Turn-taking

Declarative

Yes-Answer

Request

Noninteractive

Non-focused

Rehearsal

Self-Regulatory

Description

- Utterances used as turn fillers in an alternating verbal exchange

- Utterances labeling objects, actions, or location (accompanied by demonstrative gestures)

- Utterances used to indicate affirmation of prior utterance

- Utterances used to request objects or others' actions; usually involves mitigated echolalia

- Utterances produced with no apparent intent, and often in states of high arousal (such as fear, pain)

- Utterances used as a processing aid, followed by utterance or action indicating comprehension of echoed utterance

- Utterances that serve to regulate one's own actions; produced in synchrony with motor activity

Category

Description

Functional Categories of Delayed Echolalia

Noninteractive (continued)

Non-focused

- Utterances with no apparent communicative intent or relevance to the situational context

Situation Association

- Utterances with no apparent communicative intent, which appear to be triggered by an object, person, situation or activity

Self-Directive

- Utterances used to regulate one's own actions; produced in synchrony with motor activity

Rehearsal

- Utterances produced with low volume followed by louder interactive production; may be practice for subsequent production

Label (non-interactive)

- Utterances labeling objects or actions in environment with no apparent communicative intent; may be a form of practice for learning language

Functional Categories of Immediate Echolalia

SOCIOEMOTIONAL DIMENSIONS IN COMMUNICATION
AUTISM QUESTIONNAIRE

Student name_____ Completed by_____ Date _____

SOCIAL RELATEDNESS
Social and communicative motivation
❑ Student typically prefers to be in proximity of others.
❑ Student typically prefers to be alone.
❑ Student responds to and initiates social games and routines.
❑ Student visually orients to others (face to face gaze).
❑ Student regularly uses gaze shifts to reference the attention of others.
❑ Frequency of communicative acts directed to adults and other children: _____

Joint attention
❑ Student follows adults' visual line of regard. _____
❑ Student observes adults' or other children's activity. _____
❑ Student communicates to establish joint attention verbally by
    Check appropriate communicative functions.
    ❑ commenting,
    ❑ requesting information, and/or
    ❑ providing information.
❑ Student responds to the preverbal or verbal signals of others to establish shared attention.
❑ Student is able to maintain and follow-up on topics introduced by others (for older students).

Social imitation
❑ Student imitates actions with some evidence of social orientation (e.g., gaze checks, sharing of affect, verbal communication).
❑ Student imitates vocalizations with some evidence of social orientation.
❑ Student imitates verbalizations with some evidence of social orientation.

EMOTIONAL EXPRESSION AND RELATEDNESS
Attachment
❑ Student uses caregivers as a base for security and emotional "refueling".
❑ After a reasonable period of time, student sees other adults (e.g., teacher, paraprofessional, etc.) as a base of security.

Functional Expression
❑ Student expresses different emotions through facial expression, vocalization, and/or verbalizations that are appropriate to the situational and interpersonal context.
    Circle appropriate choices
    ❑ Student shares emotional states by directing affect displays to others.
    ❑ Student understands and responds appropriately to the emotional expressions of others

Empathy
❑ Student demonstrates concern for or actively attempts to soothe another student who has been hurt or is otherwise in distress.

SOCIABILITY IN COMMUNICATION
Student communicates for the functions of:
❑ Behavioral regulation (i.e., requesting objects/actions, protesting)
❑ Social interaction (i.e., greeting, calling, requesting social routine, requesting comfort)
❑ Joint attention (i.e., commenting, requesting and providing information)

If student communicates primarily for behavioral regulation, this may be indicative of limited sociability in communication.

EMOTIONAL REGULATION AND COMMUNICATIVE COMPETENCE

❑ Communicative competence varies significantly with different communicative partners.

❑ Communicative competence does not vary significantly with different communicative partners.

❑ Communicative competence varies significantly in comfortable, familiar contexts as opposed to unfamiliar emotionally arousing contexts.

❑ Communicative competence does not vary significantly in comfortable, familiar contexts as opposed to unfamiliar emotionally arousing contexts.

❑ Student demonstrates self-regulatory strategies to modulate arousal.

   Explain: _____
   _____
   _____

❑ Student demonstrates mutual regulatory strategies.

   Explain: _____
   _____
   _____

How does degree of emotional arousal (positive or negative) influence communicative competence (e.g., student withdraws; speech becomes disorganized; student uses developmentally less sophisticated means etc.)? _____
_____
_____
_____

What are the most effective means others can use to help the student modulate extreme states of arousal?
_____
_____
_____

EXPRESSION OF EMOTION IN LANGUAGE AND PLAY

❑ Student uses vocabulary to talk about emotional states (self or other).

❑ Student uses emotional themes consistently in play, and they are an attempt to understand stressful life events

Additional comments:
_____
_____
_____
_____
_____
_____
_____
_____
_____

Prizant, B. M., and Meyer, E. C. (1993). Socioemotional aspects of communication disorders in young children and their families. American Journal of Speech-Language Pathology, 2, 56-71.

EVALUATION OF CLASSROOM LISTENING BEHAVIOR*

Student _____Grade _____ School _____Teacher _____
Completed by _____ Date _____
Type of Amplification _____
Pre-Fitting _____   Post-Fitting _____

1	**3**	**5**
SELDOM	**SOMETIMES**	**USUALLY**

The Student:

_____1.   Responds when name is called at close distance (3-6 feet)

_____2.   Responds when name is called at a far distance (6-20 feet)

_____3.   Attends to a single oral direction

_____4.   Attends to a series of oral directions

_____5.   Attends to oral instruction

_____6.   Comprehends oral instruction in a one to one situation

_____7.   Comprehends oral instruction in a group situation

_____8.   Comprehends oral instruction in a quiet environment

_____9.   Comprehends oral instruction in a noisy environment

_____10.   Comprehends oral instruction without visual cues

_____/ 50   TOTAL SCORE

Evaluation of Classroom Listening Behavior

CLASS PERFORMANCE/LISTENING BEHAVIORS

Use this checklist to document class performance/listening behaviors before a student uses an assistive listening device for a minimum three week observation period. If it is determined that a trial period of using the device is needed, complete this form again after the student has used the device for approximately four weeks.

Student name _____ School _____ Age/Grade _____
Person completing checklist/position _____
Observation dates: from _____ to _____   Date checklist completed _____

Circle to show that observations reflect pre-device and post-device behaviors. Designate if behavior was observed (+) or not observed (−).

___ Instructor has to repeat directions 2 or more times.	___ Student attends to and responds appropriately when speaker is at a distance.
___ Instructor has to speak directly to student.	___ Student responds in large group as well as small group discussions.
___ Student confuses words in directions.	___ Student follows simple directions.
___ Student is frequently off task.	___ Student follows direction after repetition.
___ Student has difficulty completing work independently.	___ Student follows direction without waiting for or relying on the responses of others.
___ Student does not participate in class activities.	___ Student sustains attention during oral presentations.
___ Student does not interact with peers.	___ Student maintains and adjusts own voice to loudness levels appropriate to the situation.
___ Student exhibits strained and intense behavior while attending to speaker.	___ Student participates in classroom.
___ Student exhibits frustration.	___ Student volunteers answers/comments in class.
___ Student responds appropriately when classroom noise is above usual level.	___ Student responds to voice.

Post observation: Do you think this device is a benefit to this student's academic performance? _____ Why or why not? _____
_____
_____
_____

Evaluation of Classroom Listening Behavior